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ABSTRACT

This competency test package, one of a series of test packages for office occupations education, contains a list of performance objectives; a pool of objective questions matched with these performance objectives; a sample, 50-point objective test; and several performance test activities. The package also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests. Suggestions for adapting the tests for special needs students are provided. These tests cover spelling as it applies to business correspondence such as memorandums, reports, letters, and stationery masters. (This competency test package can be coordinated with a slide/tape module.) (KC)

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INSTRUCTOR'S GUIDE

OFFICE OCCUPATIONS

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SPELLING FOR THE OFFICE

Competency Test Package

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OFFICE OCCUPATIONS

SPELLING FOR THE OFFICE

Competency Test Package

Prepared by Donna Hines

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SPELLING FOR THE OFFICE

TABLE OF CONTENTS

ACKNOWLEDGEMENTS iv

INTRODUCTION v

ADAPTATIONS FOR SPECIAL NEEDS STUDENTS vi

GENERAL INSTRUCTIONS
- Uses for competency tests 1
- Competency test resources 2

SPECIFIC INSTRUCTIONS
- Getting ready to test 3
- Preparing the test 3
- Prerequisite skills 3
- Needed equipment and supplies 3
- Administering the test 3
- Performance objectives 5
- Suggested evaluation criteria 7
- Mailability criteria 9

TEST INSTRUMENTS
- Sample 50-point objective test 11
- Pool of objective questions for
  - Performance objective #1 13
  - Performance objective #2 16
  - Performance objective #3 19
- Performance Test I
  - Instructions to the students 23
  - Memo #1 23
  - Report 24
  - Memo #2 25
  - Letter #1 26
  - Letter #2 27
  - Stationery master 28
- Performance Test II
  - Instructions to the students 29
  - Spelling test #1 30
  - Spelling test #2 31
  - Spelling test #3 32

ANSWER KEYS 33

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Bill Barnes, Ph.D., Director
Occupational Curriculum Laboratory

INTRODUCTION

This competency test package was developed as a result of a proposal funded by the Texas Education Agency to the Occupational Curriculum Laboratory at East Texas State University. Based on the results of a needs assessment of selected postsecondary office occupations instructors from across the state, this and several other tests were developed to test competencies taught in audiovisual instructional modules previously developed by the Occupational Curriculum Laboratory. However, the tests, accompanied by performance objectives, are of a general nature and could be used to evaluate competency of any instructional method in this specific subject area.

Evaluation is most successful when objectives are clearly stated in advance of a learning experience and should be used to measure students' attainment of those specific objectives. Competency tests allow teachers to make a judgment about student progress in relation to a pre-determined standard. These standards should reflect those established by the business community for entry level employees. It is important that students understand the criteria that are used to evaluate their competency in a given subject area.

Therefore, materials in the audiovisual modules, as well as the competency test packages, have been developed with student needs and interests in mind. They are designed with flexibility for use as supplementary or primary teaching aids in many of the office occupations classes. As a result, the students should find the material practical and job-related.

Each competency test package includes a list of performance objectives; a pool of objective questions matched with these performance objectives; a sample, 50-point objective test; and several performance test activities. The package also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests.

ADMINISTERING COMPETENCY TESTS

TO

SPECIAL NEEDS STUDENTS

Within the wide range of special needs students, fall the physically and mentally handicapped, disadvantaged, and limited English proficient students. These individuals should be viewed on the basis of their potential contributions to the world of work, not on their limiting factors. In considering these students for vocational training, however, it is important to remember the factors that make a job inaccessible or difficult to perform. Often these difficulties can be overcome or eliminated through modifications in the training program. Performance standards should not be reduced, but rather the student's potential ability should be realistically identified and carefully matched to attainable employment opportunities.

Federal law states that employers must make reasonable efforts to accomodate a worker's handicap (Sections 503 and 504 of the 1973 Rehabilitation Act, P. L. 93-112). The 1976 Education Amendment to the Vocational Education Act (P. L. 94-482) mandates the provision for appropriate vocational training for all special needs students and stresses program and facility accessibility to them. It is therefore important that office education teachers have a basic understanding of special needs students and the problems that may be encountered when working with them.

Much literature has been printed on this topic. Two good resources are published by the Occupational Curriculum Laboratory. The Texas Handbook for Serving Vocational Special Needs Students will be available during the 1984-85 school year. A second publication, Special Needs Adaptations for Office Education Teachers, describes in depth students who are hearing impaired, mentally retarded, physically impaired, and visually handicapped. This handbook also suggests methods for adapting lesson materials to students with any of these handicaps.

This criterion-based test is an excellent means for measuring the competencies of special needs students because their performance is not compared with their "normal" peers. Rather, each student, whether special needs or not, is evaluated in relation to competencies necessary to perform tasks common in the world of work. If necessary, however, these materials can be adapted for special needs students. For example, test materials may be reproduced in large print or questions given orally or recorded for visually impaired students. Additional time to complete answers may be necessary for mentally or physically impaired students and disadvantaged students who are one or more academic grade levels behind. The reading level of questions may also need to be readjusted for the learning disabled, disadvantaged, and limited English proficient students. A translation of the test materials into a student's native language may also be necessary. Hearing impaired students should not have difficulty with this test, as long as directions are clearly explained and/or given in writing. The flexibility of these test materials gives teachers opportunities to adapt evaluation measures to special needs students.

SPELLING FOR THE OFFICE

INSTRUCTOR'S GUIDE
GENERAL INSTRUCTIONS

This competency test package is coordinated with the slide/tape module,

SPELLING FOR THE OFFICE.

The package offers the instructor flexibility of test design to meet the individual needs of instructors and students.

Uses for Competency Tests

1. Pre-Test:

   Materials in this competency test package may be used to pre-test students in this subject area. If a satisfactory level of mastery is demonstrated, no instruction is necessary, and students may pass to a higher level of instruction. Otherwise, the students would proceed with the planned schedule of instruction.

2. Individualized Instruction:

   The slide/tape package, with its accompanying competency test, may be used for individualized instruction. After brief directions from the instructor, the student views the slide/tape presentation, completes the activity packet, and is then ready for the competency test. If test results show a weakness in an area, the student should review that portion of the slide/tape presentation, and retake the test. This method, plus extra help from the teacher or a tutor, would be ideal for instructing special needs students. They could progress at a rate that meets their individual needs.

3. Group Instruction:

   The slide/tape package may be used as a supplement to a regular curriculum for group instruction. After viewing the slide/tape presentation, participating in classroom discussion, and completing the student activity packet, the student should be able to demonstrate proficiency in items listed in the performance objectives. The competency test can be used to measure students' progress toward meeting those objectives.

4. Remedial Instruction:

   Students in advanced classes who demonstrate a poor understanding of the subject matter may need remedial help. Competency tests in basic skills may be administered to diagnose the problem area(s). For example, students in word processing classes who lack basic English usage skills, could take the competency test in this area to locate the deficiency. Once identified, remedial instruction could be initiated.

5. Employment Screening:

This test material would be useful to employers for screening prospective employees for competency in this subject area. The test could be an effective tool in comparing skills of applicants and/or evaluating the applicant's training if the program is unfamiliar to the employer. Skills of applicants with work experience, but no formal training, could be measured to determine their comprehensive understanding of the subject.

Competency Test Resources

1. List of performance objectives
2. Pool of true-false, multiple choice, fill-in-the-blank, and matching questions for each performance objective
3. Sample, 50-point objective test compiled from this pool of questions that may be easily reproduced and used in a group or individual setting
4. Performance test activities that challenge the student to put the learned skill into practical application
5. Answer keys and a checklist for evaluating the test competencies
6. Color-coded materials for convenience in locating components:

BROWN	-	performance objectives	PERFORMANCE OBJECTIVES
GREEN	-	pool of objective questions	OBJECTIVE QUESTIONS
YELLOW	-	sample objective test	OBJECTIVE TEST
BLUE	-	performance test situations	PERFORMANCE TEST
PINK	-	answer keys	ANSWER KEYS

SPELLING FOR THE OFFICE

INSTRUCTOR'S GUIDE
Specific Instructions

Getting Ready to Test

The instructor should review the list of performance objectives to be certain instruction has been offered for each objective. A review session should be scheduled if needed. After instruction has been completed (either teacher-prepared or the slide/tape package), students will be ready for the competency test, which should include an objective and a performance test.

Preparing the Test

The instructor may choose to use the prepared, 50-point sample objective test or develop an original test from the pool of questions for each performance objective. The competency test should also include all or part of the performance test activities. After determining which test materials to use, the instructor will prepare and reproduce a sufficient number of copies for the students.

Prerequisite Skills

To satisfactorily complete this competency test, the student will need the following skills which are not taught in this slide/tape presentation:

1. Accurate typing skills
2. A basic knowledge of styles of letters, memoranda, and reports

Note: The performance test in this package also makes an excellent exercise for proofreading and/or word processing.

Needed Equipment and Supplies

In addition to the test materials, the student will need access to a typewriter, paper, and supplies for making neat corrections.

Administering the Test in a Group or Individual Setting

1. Prepare and/or collect the test forms, supplies, and necessary equipment.
2. Prepare the room with adequate seating, sufficiently spaced to maintain control.
3. Provide a well-lighted place for each student, with adequate supplies, equipment, and workspace that is free from distractions.
4. Allow sufficient time to administer the test. The objective and performance tests should be scheduled during different class periods.
5. Distribute and explain the criteria for mailability.
6. Give general instructions and distribute the test and necessary supplies.
7. Monitor students during the administration of the test to provide control for valid results.

SPELLING FOR THE OFFICE

PERFORMANCE OBJECTIVES

1. The student will be able to locate a variety of specific information in a dictionary.

2. The student will be able to identify misspelled words.

3. The student will be able to spell correctly words commonly used in business communications.

Suggested Evaluation Criteria

The following is a checklist that can be used when evaluating the student's competency in this area. The checklist is not intended as a method of grading, but merely as a means of determining whether or not the student has mastered the competencies presented in the list of performance objectives. Place a check mark in the column at the right of each competency if it is satisfactorily completed.

1. 50-point Objective Test (approximate time: 45 minutes)
   Completed with at least 70 percent accuracy. ____

2. Performance Test #1 (approximate time: 15 minutes each to identify and retype the two letters and the short memo; 25 minutes each for the long memo and the report.)

   A. Memorandum #1
      (1) The student identified 16 misspelled words. ____
      (2) The student provided correct spelling for the 16 misspelled words. ____
      (3) The memo was correctly retyped. ____
      (4) Rate the mailability of the document: M+, M, M-. ____

   B. The Report
      (1) The student identified 24 misspelled words. ____
      (2) The student provided correct spelling for the 24 misspelled words. ____
      (3) The report was correctly retyped. ____
      (4) Rate the mailability of the document: M+, M, M-. ____

   C. Memorandum #2
      (1) The student identified 17 misspelled words. ____
      (2) The student provided correct spelling for the 17 misspelled words. ____
      (3) The memo was correctly retyped. ____
      (4) Rate the mailability of the document: M+, M, M-. ____

   D. Letter #1
      (1) The student identified 12 misspelled words. ____
      (2) The student provided correct spelling for the 12 misspelled words. ____
      (3) The letter was correctly retyped on the stationery provided. ____
      (4) Rate the mailability of the document: M+, M, M-. ____

   E. Letter #2, Handwritten Draft
      (1) The student identified 11 misspelled words. ____
      (2) The student provided correct spelling for the 11 misspelled words. ____
      (3) The letter was correctly retyped on the stationery provided. ____
      (4) Rate the mailability of the document: M+, M, M-. ____

3. Performance test #2 (approximate time: 30 minutes for each spelling list.)

A. The student correctly spelled the words on list #1 with at least 70 percent accuracy. ____

B. The student correctly spelled the words on list #2 with at least 70 percent accuracy. ____

C. The student correctly spelled the words on list #3 with at least 70 percent accuracy. ____

CRITERIA FOR MAILABLE DOCUMENTS

The criteria for evaluating mailability of performance test activities is adapted from the 1982-83 Secondary Competitive Events Guidelines, which includes three levels of mailability: M+, M, M-. Documents will be accepted in any approved style or format, or as specified in the directions. Credit can be given for partially completed problems.

I. M+ Mailable, perfect

- A. All instructions were correctly followed.
- B. Contains no uncorrected errors, misspellings, typographical errors, incorrect punctuation, incorrect capitalization, incorrect syllabication.
- C. Contains no omissions in the body or opening and closing lines.
- D. Neatly completed with good placement of document on the page.

II. M Malable

- A. All instructions were correctly followed.
- B. Contains no uncorrected errors, misspellings, typographical errors, incorrect punctuation, incorrect capitalization, incorrect syllabication.
- C. Neatly made but excessive corrections.
- D. Less than ideal placement or spacing of the document on the page.
- E. Omission of enclosure notation or reference initials.
- F. Acceptable but undesireable division of words.
- G. Acceptable but not most desireable use of capitalization or punctuation.
- H. Omission or addition of word or words that do not change the meaning of a sentence.

III. M- Not Mailable

- A. Instructions were not followed.
- B. Uncorrected typographical errors.
- C. Uncorrected, obvious strikeovers.
- D. Misspelled words.
- E. Essential punctuation or capitalization violation.
- F. Basic grammar violations.
- G. Omission or addition of word or words that change the meaning of a sentence.
- H. Total incorrect placement or spacing of the document on the page.
- I. Omission of a part of the document, i.e., date, inside address.
- J. Distracting corrections, i.e., obvious use of liquid paper or correction tape, smudges, hole in paper, poor alignment, and incomplete erasures.

OBJECTIVE TEST FOR:
SPELLING FOR THE OFFICE

NAME_____

DATE_____

Circle T for TRUE and F for FALSE for the following statements.

T F 1. Misspelled words in business correspondence present a poor image of the writer and the company.

T F 2. Memorizing spelling rules will solve all spelling problems.

T F 3. Avid readers are usually proficient spellers; therefore, your spelling skills will grow if you increase the amount of reading you do.

T F 4. A dictionary is a useful tool that provides proper spelling, correct pronunciation, syllabication, punctuation, and definitions.

T F 5. A dictionary lists the one correct way to spell words.

T F 6. The following is an example of mnemonics: "The meanings of scene and seen can be remembered because s-e-e-n refers to things that you see."

T F 7. The word "whose" means "who is," and "its" means "it is."

T F 8. When adding the suffix "able," do not drop the final "e" in words ending with "ce" or "ge."

T F 9. Do not drop the silent "e" if doing so will cause mispronunciation or a change in meaning, as in dye = dying = dyeing.

T F 10. The spelling rule "i before e, except after c" covers all words with the ie-ei combination.

Using Webster's New Collegiate Dictionary or a similar volume, locate the following items of information.

11. List the alternate spelling for: SPURRY_____

12. Divide this word into syllables: SUDORIFEROUS_____

13. List the date of birth and major accomplishment for the following person:

MARIE CURIE_____

14. List the definition for this word: OLIGOPOLY_____

_____

15. Explain the origin of this word: CREDULOUS_____

_____

16. Write the pronunciation symbols for this word: PHENOMENAL_____

17. List the meaning of this abbreviation: HUD_____

18. List the type and location of this geographical name: BUZZARDS BAY

_____

19. List the city and state of this university: PEPPERDINE UNIVERSITY

_____

20. State the meaning of this symbol: BUSINESS £_____

The following lists each contain one misspelled word. Write the letter of the misspelled word on the blank at the right.

_____21.	A.	accessible	B.	ocassion	C.	legible	D. scheme
_____22.	A.	prestige	B.	sufficient	C.	occurence	D. plagiarism
_____23.	A.	admissible	B.	ridicule	C.	mischievious	D. differential
_____24.	A.	maintainence	B.	affirmation	C.	exhibition	D. temporarily
_____25.	A.	arrangement	B.	technician	C.	agenda	D. advantagous
_____26.	A.	alright	B.	percent	C.	almost	D. sometime
_____27.	A.	boulevard	B.	succinct	C.	transparent	D. guarentee
_____28.	A.	deficit	B.	mortgage	C.	noticable	D. phase
_____29.	A.	susceptible	B.	personnel	C.	transfered	D. adjacent
_____30.	A.	vacillate	B.	bookeeper	C.	righteous	D. traumatic

Write ie or ei in the blanks to complete the following words.

31. n__ __ghbor
32. counterf__ __t
33. front__ __r
34. prot__ __n
35. anc__ __nt
36. ach__ __ve
37. sc__ __nce
38. sh__ __ld
39. caff__ __ne
40. qu__ __t

Combine the following root words with the indicated suffixes. Remember to use the rules for dropping the silent "e" or doubling the final consonant.

41. singe + ing _____
42. quit + ing _____
43. mile + age _____
44. separate + ing _____
45. hazard + ous _____
46. service + able _____
47. advantage + ous _____
48. equip + ed _____
49. notice + able _____
50. refer + ence _____

17

Performance Objective 1 The student will be able to locate a variety of specific information in a dictionary.

Circle T for TRUE and F for FALSE for the following statements.

T F 1. A dictionary is a useful tool for writers that provides proper spelling, correct pronunciation, syllabication, punctuation, and definitions.

T F 2. A dictionary lists the one correct way to spell words.

List ten (10) different types of information that can be found in a standard college dictionary.

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Using Webster's New Collegiate Dictionary or a similar volume, locate the following items of information.

List the alternate spelling for:

13. JUDGMENT _____

14. COUNSELOR _____

15. STRAVAGE _____

16. SPURRY _____

17. PROGRAMMED _____

Divide these words into syllables:

18. SUDORIFEROUS _____

19. SOMNAMBULISM _____

20. REPREHEND _____

21. PERIMETER _____

22. DEXTERITY _____

Using Webster's New Collegiate Dictionary or a similar volume, locate the following items of information.

List the definitions for the following words:

23. OLIGOPOLY _____

24. PERSEVERE _____

25. PROMULGATE _____

26. SCINTILLATE _____

27. EMANATE _____

List the date of birth and major accomplishment for the following famous people:

28. ZACHARY TAYLOR _____

29. MARIE CURIE _____

30. HARRIET BEECHER STOWE _____

31. MARTIN LUTHER KING _____

32. DIEGO RIVERA _____

Explain the origin of each of these words:

33. SPRACHGEFÜHL _____

34. NAPRAPATHY _____

35. CREDULOUS _____

36. GARRULOUS _____

37. CURTESY _____

Write the pronunciation symbols for each word:

38. SALINOMETER _____

39. RECEPTACLE _____

40. PREDICATION _____

41. PHENOMENAL _____

42. AMNESTY _____

List the meaning of the following abbreviations:

43. MBA _____

44. mktg _____

45. HUD _____

46. i.e. _____

47. IAPF _____

Using Webster's New Collegiate Dictionary or a similar volume, locate the following items of information.

Write the part of speech of each of the following words:

48. ABEYANCE _____

49. PREMEABLE _____

50. CORROBORATE _____

51. COMMENSURATE _____

52. GREGARIOUSLY _____

List the type and location of the following geographical names:

53. AVERNO _____

54. BUZZARDS BAY _____

55. MONTE CARLO _____

56. HUNAN _____

57. SAN BERNARDINO _____

List the city and state of the following colleges or universities:

58. PEPPERDINE UNIVERSITY _____

59. STEPHEN F. AUSTIN UNIVERSITY _____

60. UNIVERSITY OF HAWAII _____

61. BAYLOR UNIVERSITY _____

62. PURDUE UNIVERSITY _____

State the meaning of the following symbols:

63. ASTRONOMY ♇ _____

64. BIOLOGY ♀ _____

65. BUSINESS ₤ _____

66. MATHEMATICS $\bar{X}$ _____

67. WEATHER ≡ _____

Performance Objective 2 The student will be able to identify misspelled words.

Circle T for TRUE and F for FALSE for the following statements.

T F 1. Business people around the world assert that spelling is a skill vital to every employee who must communicate in writing.

T F 2. People who possess excellent spelling skills never need to use a dictionary and are valuable assets to their employers.

T F 3. Misspelled words in business correspondence present a poor image of the writer and the company.

T F 4. Employers often complain that entry level employees need to improve their spelling skills.

T F 5. Doubling the final consonant, dropping the silent e, i-e words, and homonyms consistently cause spelling problems for many people.

T F 6. Memorizing spelling rules will solve all spelling problems.

T F 7. Avid readers are usually proficient spellers; therefore, your spelling skills will grow if you increase the amount of reading you do.

The following lists each contain one misspelled word. Write the letter of the misspelled word in the blank at the right.

____8.	A. accessible	B. ocassion	C. legible	D. scheme
____9.	A. tangible	B. success	C. supercede	D. equipped
____10.	A. curriculum	B. labratory	C. pamphlet	D. prerequisite
____11.	A rhythm	B. collateral	C. syllabus	D. dissatisfyed
____12.	A. priviledge	B. accumulate	C. elaboration	D. terrific
____13.	A. liaison	B. ettiquette	C. picturesque	D. rendezvous
____14.	A. prestige	B. sufficient	C. occurence	D. plagiarism
____15.	A. admissible	B. ridicule	C. mischievious	D. differential
____16.	A. likable	B. consistant	C. rescind	D. superstitious
____17.	A. maintainence	B. affirmation	C. exhibition	D. temporarily
____18.	A. arrangement	B. technician	C. agenda	D. advantagous
____19.	A. gauge	B. lisense	C. questionable	D. thorough
____20.	A. ultimatum	B. dilemma	C. enhance	D. accomodate

____21.	A.	height	B.	convenient	C.	liesure	D. believable
____22.	A.	implicit	B.	abreviation	C.	tolerance	D. postscript
____23.	A.	alright	B.	percent	C.	almost	D. sometime
____24.	A.	canceled	B.	benefitted	C.	graphic	D. equivelant
____25.	A.	ascend	B.	fortieth	C.	calander	D. coincide
____26.	A.	grievance	B.	diseminate	C.	inadvertent	D. unequal
____27.	A.	precede	B.	proceed	C.	integrate	D. embarass
____28.	A.	fassinate	B.	incurred	C.	thesaurus	D. passive
____29.	A.	bias	B.	fullfil	C.	fallible	D. reassure
____30.	A.	grammer	B.	argument	C.	reiterate	D. pronunciation
____31.	A.	boulevard	B.	succinct	C.	transparent	D. guarentee
____32.	A.	irrevelant	B.	prejudice	C.	knowlegable	D. adapt
____33.	A.	deficit	B.	mortgage	C.	noticable	D. phase
____34.	A.	possess	B.	yeild	C.	receive	D. seize
____35.	A.	bureaucracy	B.	adequate	C.	pnuemonia	D. influential
____36.	A.	necessary	B.	ninty	C.	recommend	D. waiver
____37.	A.	accompanying	B.	analyze	C.	academic	D. parralel
____38.	A.	questionair	B.	comedienne	C.	forfeit	D. repetition
____39.	A.	perspective	B.	sophmore	C.	deteriorate	D. commitment
____40.	A.	sherrif	B.	mustache	C.	criticism	D. attorneys
____41.	A.	caffeine	B.	vaccume	C.	obscure	D. vaccinate
____42.	A.	renaissance	B.	mispelled	C.	applicable	D. frugal
____43.	A.	susceptible	B.	personnel	C.	transfered	D. adjacent
____44.	A.	reuseable	B.	millionaire	C.	markup	D. authorize
____45.	A.	obsession	B.	wierd	C.	vicinty	D. peculiar
____46.	A.	reciept	B.	neighbor	C.	glossary	D. illustrate
____47.	A.	vacillate	B.	bookeeper	C.	righteous	D. traumatic
____48.	A.	jeopardize	B.	simultaneous	C.	desendent	D. edition
____49.	A.	harass	B.	hinderance	C.	hazard	D. hippopotamus

____50.	A.	illegable	B.	liquefy	C.	manageable	D.	fluoridation
____51.	A.	merchandise	B.	kintergarden	C.	attendance	D.	compliment
____52.	A.	biennial	B.	luxurious	C.	conscious	D.	bankruptsey
____53.	A.	foriegn	B.	immigrant	C.	repetition	D.	hopefully
____54.	A.	mayonnaise	B.	judishous	C.	strategy	D.	corporation
____55.	A.	ordinance	B.	reputation	C.	prosecute	D.	goverment
____56.	A.	Albuquerque	B.	Cincinnati	C.	Kalamazoo	D.	Pittsberg
____67.	A.	Connecticut	B.	Louisiana	C.	Pennsylvania	D.	Massachusetes

Performance Objective 3 The student will be able to spell correctly words commonly used in business communications.

Circle T for TRUE and F for FALSE for the following statements.

T F 1. Homonyms are words with the same meaning.

T F 2. The following is an example of mnemonics: "The meanings of scene and seen can be remembered because s-e-e-n refers to things that you see."

T F 3. Mnemonics is a technique for memorizing spelling rules.

T F 4. An apostrophe is used to make contractions and indicate a letter(s) has been omitted.

T F 5. The word "whose" means "who is," and "its" means "it is."

T F 6. "There" means a place and "their" means something that belongs to them.

T F 7. The following sentence uses the words to, two, and too correctly. "Too many twos were added to the number."

T F 8. When adding the suffix ed, ing, or ance, double the final consonant when one or all of the following conditions exist:
1. The word ends in a single consonant.
2. The single consonant is preceded by a single vowel.
3. The word is pronounced with the accent on the final syllable.

T F 9. Drop the final "e" when adding a suffix that begins with a consonant.

T F 10. Do not drop the final "e" when adding a suffix that begins with a vowel.

T F 11. When adding the suffix "able," do not drop the final "e" in words ending with "ce" or "ge."

T F 12. Do not drop the silent "e" if doing so will cause mispronunciation or a change in meaning, as in dye = dying = dyeing.

T F 13. The spelling rule "i before e, except after c" covers all words with the ie-ei combination.

State the three criteria for doubling the final consonant when adding a suffix that starts with a vowel, such as ed, ing, ance, or ible.

14. _____

15. _____

16. _____

OBJECTIVE QUESTIONS

What three groups of words appear to contradict the rule for doubling the final consonant, and list one example of each.

17. _____

_____

18. _____

_____

19. _____

_____

Write ie or ei in the blanks to complete the following words.

20. rev__ __w
21. effic__ __nt
22. rec__ __pt
23. ach__ __ve
24. w__ __gh
25. counterf__ __t
26. sc__ __nce
27. conven__ __nt
28. br __ __f
29. for__ __gn
30. th__ __f
31. conc__ __t
32. front__ __r
33. recip__ __nt
34. l__ __sure
35. sh__ __ld
36. conc__ __ve
37. __ __ther
38. pr__ __st
39. __ __ght
40. n__ __ther
41. ch__ __f
42. prot__ __n
43. cash__ __r
44. v__ __l
45. profic__ __nt
46. y__ __ld
47. f__ __rce
48. caff__ __ne
49. misch__ __f
50. bel__ __ve
51. anc__ __nt
52. n__ __ghbor
53. dec__ __ve
54. fr__ __nd
55. interv__ __w
56. h__ __ght
57. n__ __ce
58. pat__ __nce
59. s__ __ze
60. qu__ __t
61. rec__ __ve
62. v__ __n
63. consc__ __nce
64. sl__ __gh
65. b__ __ge
66. ser__ __s
67. w__ __rd
68. f__ __ld
69. l__ __u

Combine the following root words with the indicated suffixes. Remember to use the rules for dropping the silent "e" or doubling the final consonant.

70. singe + ing _____
71. service + able _____
72. refer + ing _____
73. understand + able _____
74. quit + ing _____
75. measure + ing _____
76. measure + ment _____
77. advantage + ous _____
78. mile + age _____
79. acknowledge + ment _____
80. write + ing _____
81. argue + ment _____
82. begin + ing _____
83. come + ing _____
84. commit + ed _____
85. employ + ing _____
86. equip + ed _____
87. hope + ing _____
88. incur + ed _____
89. interrupt + ing _____
90. omit + ed _____
91. separate + ing _____
92. withhold + ing _____
93. force + ible _____
94. agree + able _____
95. exist + ence _____
96. desire + able _____
97. accept + ance _____
98. describe + able _____
99. acquaint + ance _____
100. insure + able _____
101. notice + able _____
102. allow + ance _____
103. prefer + able _____
104. appear + ance _____
105. reason + able _____
106. attend + ance _____
107. response + ible _____
108. correspond + ence _____
109. renew + al _____
110. differ + ence _____
111. value + able _____
112. occur + ence _____
113. defend + ant _____
114. perform + ance _____
115. refer + ence _____
116. remit + ance _____
117. hazard + ous _____

PERFORMANCE TEST I

Students are to read the following documents carefully and circle all misspelled words. Then retype each document in mailable form using any acceptable style and correcting each misspelled word. Type the letters on the letterhead stationery that is provided and the other documents on plain white paper. Students are encouraged to use a dictionary.

NOTE: If time and/or equipment are limited, students may circle the misspelled words and write them correctly at the bottom of the page.

Memo #1

M E M O R A N D U M

DATE: Feburary 14, 19__

TO: Department Managers

FROM: Jan Lawrence, Personnel Department

SUBJECT: Efficiency Study

The firm of Baker and Barnes was commissioned to conduct an efficiency study conserning working conditions in offices using visual display turminals (VDT). The study has been completed, and the results are listed in the enclosed report. Each department manager is asked to review the report throughly and solisit input from staff members. The manager should than compile a summary of the staff's suggestions for reduceing glare in the work stations used by VDT operators.

Suggestions from each department will be forwarded too maintenance department personnel, who will make the needed modifacations to the work areas to increase efficiency of the total staff. It is our gole to make the products and environment used by our personal as safe, confortible, and productive as possible, yet holding the costs for such improvments to a minemum. Keeping these critirea in mind, I will apreciate your comments and suggestions on this matter.

EFFICIENCY STUDY: GLARE IN COMPUTER TERMINAL WORK AREAS

At the request of several department managers, an efficiency study has been conducted concerning the amount of glare in work areas where visual display terminals (VDT) are located. The firm of Baker and Barnes analyised working conditions for computer operators thruout the building and they report the following findings.

Virtualy every work area has too much lighting. The building, which was construted when energy was cheeper, was designed with numerous rows of florescent light fixtures in each office. This design provides work places that are illuminated to 100-150 foot candels (fc). This amount of illumination is in the upper range of recomended levels for desk work, when 55 fc is suffishent for tasks involveing paper work and VDT operation. Lighting levels in terminal work stations are excessive, thereby creating glare on the VDT screens and exsessive eye strain and tension for the operators.

Window lighting is another major contributer to glare. Again, the design of the building with its postmodern architecture and abundence of glass aggravates the problem. In addition, the offices are decorated with white or light colors on the walls and cielings, creating a bright interior environment. Glare occurs when the reletivly dark VDT screen is viewed against a bright background, such as a light-colored wall or a pannel of windows. The difference in contrast between the display screen and the background results in a situation of extreem visual strane.

It is the openion of this study that the performance levels of computer operators could be improved by decreasing lighting levels and redecorating offices where VDT screens are located. People are the primary element of the office system which is composed of fasilities, furnishings, tasks, tools, techniques, and personnel; and personnel expense is the single gratest cost in that system. In as much as the productivity of the system depends on the people, every effort should be made to remove impedaments to performance and maximise the effectiveness of the human element.

Memo #2

M E M O R A N D U M

DATE: February 21, 19__

TO: Jan Lawrence, Personnel Department

FROM: Tracy Mason, Director of Word Processing

SUBJECT: Efficiency Study

The staff of the word processing center and I apreceate the opportunity to offer suggestions concerning improvements of lighting for work areas using visual display terminals (VDT). Glare on the terminal screens has been a particularily serious problem in our department for some time. I am convinsed it contributes to the higher abcentee rate for our department. Many operators complain of stress, headaches, eye strain, and back or neck problems. The frequensy of these physiological problems emphasizes the fact that not enough attention has been given to the ergonomic design of our equipment and work environment. Therefore, I am pleased to see managment taking a serious interest in the problem.

A survay of our staff provided the following consensus concerning suggestions for the interior design of our department. Walls, carpet, and ferniture should be done in tones of blue and lavender, using non-reflective textures and surfaces. Particular attention should be given to window coverings that sufficiently darken the work area, but do not eleminate all outside light. Indirect lighting is suggested for the general area, with adjustable light fixtures placed at indevidual work stations. Several visual display terminals could be grouped with their anncillary equipment in areas divided by free-standing panels, carosels, book shelves, or file cabnets. In addition to providing better lighting for VDT users, this ladder suggestion would also help reduce noise levels as well.

I hope these suggestions will be helpful in planing the remodeling and up-grading of our work environment. Ms. Fuller, the tecknical specialist in our department, has been instrumental in collecting this data. Any questions concerning this information should be directed to her.

One question my staff has been asking is, "When will the remodeling begin?" As you can see, they are anxious for these improvments!

PERFORMANCE TEST

Letter #1

February 25, 19__

Mr. James Montgomery, Consultent
Bendix Electrical Contractors
1122 Michigan Avenue
Corpus Christi, Texas 78476

Dear Mr. Montgomery:

In an effort to modernise our office environment, are company plans to update and replace the lighting fixtures thruout the building. Recognising the current high energy costs and the magnitude of this project, we want to get expret advice to plan an efficient, cost-effective system.

There are approximate 30,000 square feet of office space in our building. The particular problem we are trying to solve is to reduce glare on visual display terminal screens. Our computor operators often complain of stress, eye strain, and headaches due to the poor working conditions. We hope to remady this situation with an improved lighting system and other modifications in our office.

Would you please have one of your represenatives contact me as soon as possible to set a appointment to discuss our electrical needs. You may call me at (619) 442-0091. We are anxious to get this project completed.

Sincerly yours,

Lee Farnsworth
Building Maintenance Manager

Letter #2

February 25, 19--

Modernform
P.O. Box 892
New Castle, Minnesota 75362

Attention: Sales Department

After conducting an efficiency study of our VDT work areas, management has made the decision to remodel and upgrade our offices.

Would you please send information and your current catalog for office furniture, room dividers, carousels, and space-saving storage components. We are looking for practicle accessorys that have a pleasing appearance and reliable performence and yet are cost effective. We hope to design an attractive and efficient work space for our computer operaters.

Please sent this information to my attention. If you need farther information, you may call me at (619) 442-0091. I hope to here from you soon, as our employees are looking foreward to an improved working environment.

Yours truely,
Lee Farnsworth
Building Maintenance Manager

PERFORMANCE TEST

BEST COPY AVAILABLE

Edwards Publishing Company

1111 East San Jacinto Boulevard Austin, Texas 78702

BEST COPY AVAILABLE

PERFORMANCE TEST II

Students are to spell words from dictation. Three lists with twenty-five words each are given. The instructor may choose to give any one or all, as he/she desires. The proctor of the test should state each word clearly, use it in the sentence provided, and then say the word again. Students are cautioned to write each word legibly. The approximate time for a 25-word test is 30 minutes. Students should achieve at least 70 percent accuracy.

WORDS CORRECT	PERCENTAGE
25	100%
24	96%
23	92%
22	88%
21	84%
20	80%
19	76%
18	72%
17	68%
16	64%

SPELLING FOR THE OFFICE

Spelling Test #1

The proctor of the test should state each word clearly, use it in the sentence provided, and then say the word again. Students should be cautioned to write legibly. The approximate time for a 25-word test is 30 minutes.

1.	acknowledge	Please acknowledge this donation.
2.	lien	The bank put a lien on the house.
3.	percentage	Today, a larger percentage of people have college degrees.
4.	rescind	The captain will rescind the order.
5.	advantageous	It is advantageous for you to work for this company.
6.	sophomore	Jean is a sophomore in college.
7.	belligerence	Belligerence is a poor characteristic for good employees.
8.	collaboration	Collaboration on assignments is useful, but it is not acceptable on tests.
9.	forcible	The boxer dealt his opponent a forcible blow.
10.	plurality	The candidate won a plurality of votes.
11.	succumb	Will Stephen succumb to his curiosity?
12.	convenient	This is a convenient time for the meeting.
13.	grammar	Good grammar skills are very important in almost every job.
14.	temperament	Jane's calm temperament was an asset to the office staff.
15.	yield	This year, I hope the garden will yield a good crop.
16.	unmanageable	It developed into an unmanageable situation.
17.	puzzle	Can you solve the puzzle?
18.	righteous	A righteous person is an asset to the organization.
19.	develop	The committee will develop a comprehensive program.
20.	tenacious	His tenacious attitude helped him endure the hard times.
21.	bookkeeper	The bookkeeper totaled the figures for last month's sales.
22.	misspelled	Misspelled words on this test will be counted wrong.
23.	postscript	The secretary added a postscript to the letter.
24.	sheriff	A new sheriff was elected in the county.
25.	resistance	There is resistance to the new idea.

SPELLING FOR THE OFFICE

Spelling Test #2

The proctor of the test should state each word clearly, use it in the sentence provided, and then say the word again. Students should be cautioned to write legibly. The approximate time for a 25-word test is 30 minutes.

1.	abbreviating	Abbreviating words and phrases is helpful when taking notes.
2.	dissatisfied	I am dissatisfied with the product.
3.	guarantee	The guarantee has expired.
4.	mortgage	The current interest rate for a home mortgage is 12½ percent.
5.	boulevard	The address is 1129 Pine Boulevard.
6.	emigrate	Many Mexicans emigrate to this country.
7.	notoriety	The notoriety of the case caused a change of venue.
8.	accessible	The information is easily accessible.
9.	imminence	The imminence of his death was frightening.
10.	calendar	Mark that date on your calendar.
11.	occurrence	The occurrence was reported in the news media.
12.	bureaucracy	The bureaucracy of our government is unbelievable.
13.	recommend	I will recommend you for the position.
14.	thorough	Please complete a thorough study of this matter.
15.	occasion	This is a happy occasion.
16.	bankruptcy	The company faced bankruptcy.
17.	vacuum	Outer space is a dark vacuum of endless void.
18.	accumulate	The young executive will accumulate a fortune before the age of 40.
19.	reprieve	The convict received a last-minute reprieve.
20.	inconvenient	This is an inconvenient time for the meeting.
21.	practically	Practically speaking, the idea is not feasible.
22.	transferred	The manager was transferred to a new district.
23.	arrangement	The arrangement of the furniture created a pleasant office environment.
24.	canceled	The meeting was canceled.
25.	incurred	The unemployed clerk incurred many debts.

SPELLING FOR THE OFFICE

Spelling Test #3

The proctor of the test should state each word clearly, use it in the sentence provided, and then say the word again. Students should be cautioned to write legibly. The approximate time for a 25-word test is 30 minutes.

1.	acquittal	The jury voted for acquittal.
2.	advertisement	I saw the advertisement in the newspaper.
3.	analyze	The chemist will analyze the substance.
4.	beneficiary	Terry is the beneficiary of the estate.
5.	bureau	The Federal Bureau of Investigation is known as the FBI.
6.	clientele	Leslie has a large clientele for her business.
7.	congratulate	I congratulate you on your accomplishment.
8.	deficit	The business will show a deficit this quarter.
9.	deteriorate	The equipment will deteriorate with age.
10.	eliminate	Research doctors hope to eliminate the cause of the disease.
11.	enthusiasm	Robin showed much enthusiasm.
12.	extraordinary	That is an extraordinary piece of equipment.
13.	indebtedness	Indebtedness to the bank created a poor credit rating.
14.	influential	Morgan is an influential person in politics.
15.	negotiate	The union leaders will negotiate the contract.
16.	pamphlet	You may read about our new product in this pamphlet.
17.	persuade	I will try to persuade you to do what is right.
18.	preliminary	The preliminary report was ready.
19.	psychology	Psychology is an interesting field of study.
20.	representative	Stacy is our representative to the convention.
21.	route	My mailing address is Route 1.
22.	sincerity	Ray delivered the speech with a great deal of sincerity.
23.	supersede	The new orders will supersede the old ones.
24.	unanimous	The motion passed with a unanimous vote.
25.	unfortunately	Unfortunately, the rain has delayed our arrival.

ANSWER KEYS

50–Point Test

1.	T	6.	T
2.	F	7.	F
3.	T	8.	T
4.	F	9.	T
5.	F	10.	F

11. spurrey
12. su do rif er ous
13. 1867, French chemist
14. A market situation in which each of a few producers affect, but do not control the market.
15. Latin from credere
16. fi näm ən l
17. Department of Housing and Urban Development
18. Inlet of the Atlantic, SE Mass., west of Cape Cod
19. Malibu, CA
20. pounds

21.	B	26.	A
22.	C	27.	D
23.	C	28.	C
24.	A	29.	C
25.	D	30.	B

31.	nEighbor	36.	achIEve
32.	counterfEIt	37.	scIEnce
33.	frontIEr	38.	shIEld
34.	protEIn	39.	caffEIne
35.	ancIEnt	40.	quIEt

41.	singeing	46.	serviceable
42.	quitting	47.	advantageous
43.	mileage	48.	equipped
44.	separating	49.	noticeable
45.	hazardous	50.	reference

ANSWERS TO TEST

Performance Objective 1

1. F
2. F

3 - 12 (Students may choose any 10 of the 12 answers listed)

Preferred and alternate spelling
Definitions
Pronunciation
Derivations (the language from which the word comes)
Grammar and usage (part of speech: noun, verb, etc.)
Syllabication
Capitalization of proper nouns
Abbreviations and their meanings
Famous real and fictional people
Well-known places
Lists and defines idiomatic expressions, such as "catnap"
Level of usage (slang, dialect, obsolete, etc.)

13. judgement
14. counsellor
15. stravaig
16. spurrey
17. programed
18. su do rif er ous
19. som nam bu lism
20. rep re hend
21. pe rim e ter
22. dex ter i ty

23. A market situation in which each of a few producers affect, but do not control the market
24. To persist in an undertaking in spite of opposition or discouragement
25. To make known, proclaim, to put into action
26. To sparkle, twinkle, to throw off sparks
27. To come out from a source, to give out

28. 1784, 12th president of the U.S.A.
29. 1867, French chemist
30. 1811, American author
31. 1929, American clergyman
32. 1886, Mexican painter

33. German, from sprache = language, gefuhl = feeling
34. Czech, from naprava = correction plus pathy
35. Latin, from credere
36. Latin, from garrire = to chatter
37. Middle English, from corteisie = courtesy

38. sal - ə - 'nam - ət - ər
39. ri - 'sep - ti - kəl
40. pred - ə - 'kə - shən
41. fi - näm - ən - l
42. 'əm - nə - stē

38

43. Master of Business Administration
44. marketing
45. Department of Housing and Urban Development
46. that is
47. Inter-American Peacekeeping Force

48. noun
49. adjective
50. verb
51. adjective
52. adverb

53. Lake in southern Italy in the crater of an extinct volcano
54. Inlet of the Atlantic in S.E. Massachusettes, west of Cape Cod
55. Commune Monaco
56. Province in S.E. central China
57. City in S.W. California. Also a mountain range in S.W. California

58. Malibu, CA
59. Nacogdoches, TX
60. Honolulu, HI
61. Waco, TX
62. Lafayette, IN

63. Pluto
64. female
65. pounds
66. arithmetic mean of a sample of variable X
67. fog

Performance Objective 2

1. T
2. F
3. T
4. T
5. T
6. F
7. T

8.	B	18.	D	28.	A	38.	A	48.	C
9.	C	19.	B	29.	B	39.	B	49.	B
10.	B	20.	D	30.	A	40.	A	50.	A
11.	D	21.	C	31.	D	41.	B	51.	B
12.	A	22.	B	32.	C	42.	B	52.	D
13.	B	23.	A	33.	C	43.	C	53.	A
14.	C	24.	B	34.	B	44.	A	54.	B
15.	C	25.	C	35.	C	45.	B	55.	D
16.	B	26.	B	36.	B	46.	A	56.	D
17.	A	27.	D	37.	D	47.	B	57.	D

Performance Objective 3

1. F
2. T
3. F
4. T
5. F
6. T
7. T
8. F
9. F
10. F
11. T
12. T
13. F

14. The word ends in a single consonant, and
15. the single consonant is preceded by a single vowel, and
16. the word is pronounced with the accent on the final syllable.

17. "qu" words, such as quitting or acquitted
18. Compound words such as understand
19. When the accent of the new word shifts to another syllable, as in refer to reference.

20.	revIEw	30.	thIEf	40.	nEither	50.	belIEve	60.	quIEt
21.	efficIEnt	31.	concEIt	41.	chIEf	5.	ancIEnt	61.	recEIve
22.	recEIpt	32.	frontIEr	42.	protEIn	52.	nEighbor	62.	vEIn
23.	achIEve	33.	reciplEnt	43.	cashIEr	53.	decEIve	63.	conscIEnce
24.	wEIgh	34.	lEIsure	44.	vEIl	54.	frIEnd	64.	slEIgh
25.	counterfEIt	35.	shIEld	45.	proficIEnt	55.	intervIEw	65.	bEIge
26.	scIEnce	36.	concEIve	46.	yIEld	56.	hEight	66.	serIEs
27.	convenIEnt	37.	EIther	47.	fIErce	57.	nIEce	67.	wEIrd
28.	brIEf	38.	prIEst	48.	caffEIne	58.	patIEnce	68.	fIEld
29.	forEIgn	39.	EIght	49.	mischIEf	59.	sEIze	69.	lIEu

70.	singeing	80.	writing	90.	omitted
71.	serviceable	81.	argument	91.	separating
72.	referring	82.	bĕgĭnnĭng	92.	withholding
73.	understandable	83.	coming	93.	forcible
74.	quitting	84.	commited	94.	agreeable
75.	measuring	85.	employing	95.	existence
76.	measurement	86.	equipped	96.	desirable
77.	advantageous	87.	hoping	97.	acceptance
78.	mileage	88.	incurred	98.	describable
79.	acknowledgement	89.	interrupting	99.	acquaintance

100.	insurable	110.	difference
101.	noticeable	111.	valuable
102.	allowance	112.	occurence
103.	preferable	113.	defendant
104.	appearance	114.	performance
105.	reasonable	115.	reference
106.	attendance	116.	remittance
107.	responsible	117.	hazardous
108.	correspondence		
109.	renewal		

M E M O R A N D U M

DATE: FEBRUARY 14, 19__

TO: Department Managers

FROM: Jan Lawrence, Personnel Department

SUBJECT: Efficiency Study

The firm of Baker and Barnes was commissioned to conduct an efficiency study CONCERNING working conditions in offices using visual display TERMINALS (VDT). The study has been completed, and the results are listed in the enclosed report. Each department manager is asked to review the report THOROUGHLY and SOLICIT input from staff members. The managers should THEN compile a summary of the staff's suggestions for REDUCING glare in the work stations used by VDT operators.

Suggestions from each department will be forwarded TO maintenance department personnel, who will make the needed MODIFICATIONS to the work areas to increase efficiency of the total staff. It is our GOAL to make the products and environment used by our PERSONNEL as safe, COMFORTABLE, and productive as possible, yet holding the costs for such IMPROVEMENTS to a MINIMUM. Keeping these CRITERIA in mind, I will APPRECIATE your comments and suggestions on this matter.

NOTE: The misspelled words have been corrected and typed in all capital letters for easy identification.

Report

EFFICIENCY STUDY: GLARE IN COMPUTER TERMINAL WORK AREAS

At the request of several department managers, an efficiency study has been conducted concerning the amount of glare in work areas where visual display terminals (VDT) are located. The firm of Baker and Barnes ANALYZED working conditions for computer operators THROUGHOUT the building and they report the following findings.

VIRTUALLY every work area has too much lighting. The building, which was CONSTRUCTED when energy was CHEAPER, was designed with numerous rows of FLUORESCENT light fixtures in each office. This design provides work places that are illuminated to 100-150 foot CANDLES (fc). This amount of illumination is in the upper range of RECOMMENDED levels for desk work, when 55 fc is SUFFICIENT for tasks INVOLVING paper work and VDT operation. Lighting levels in terminal work stations are excessive, thereby creating glare on the VDT screens and EXCESSIVE eye strain and tension for the operator.

Window lighting is another major CONTRIBUTOR to glare. Again, the design of the building with its postmodern architecture and ABUNDANCE of glass aggravates the problem. In addition, the offices are decorated with white or light colors on the walls and CEILINGS, creating a bright interior environment. Glare occurs when the RELATIVELY dark VDT screen is viewed against a bright background, such as a light-colored wall or a PANEL of windows. The difference in contrast between the display screen and the background results in a situation of EXTREME visual STRAIN.

It is the OPINION of this study that the performance levels of computer operators could be improved by decreasing lighting levels and redecorating offices where VDT screens are located. People are the primary element of the office system which is composed of FACILITIES, furnishings, tasks, tools, techniques, and personnel; and personnel expense is the single GREATEST cost in that system. INASMUCH as the productivity of the system depends on the people, every effort should be make to remove IMPEDIMENTS to performance and MAXIMIZE the effectiveness of the human element.

Memo #2

M E M O R A N D U M

DATE: February 21, 19__

TO: Jan Lawrence, Personnel Department

FROM: Tracy Mason, Director of Word Processing

SUBJECT: Efficiency Study

The staff of the word processing center and I APPRECIATE the opportunity to offer suggestions concerning improvements of lighting for work areas using visual display terminals (VDT). Glare on the terminal screens has been a PARTICULARLY serious problem in our department for some time. I am CONVINCED it contributes to the higher ABSENTEE rate for our department. Many operators complain of stress, headaches, eye strain, and back or neck problems. The FREQUENCY of these physiological problems emphasizes the fact that not enough attention has been given to the ergonomic design of our equipment and work environment. Therefore, I am pleased to see MANAGEMENT taking a serious interest in the problem.

A SURVEY of our staff provided the following consensus concerning suggestions for the interior design of our department. Walls, carpet, and FURNITURE should be done in tones of blue and lavender, using non-reflective textures and surfaces. Particular attention should be given to window coverings that sufficiently darken the work area, but do not ELIMINATE all outside light. Indirect lighting is suggested for the general area, with adjustable light fixtures placed at INDIVIDUAL work stations. Several visual display terminals could be grouped with their ANCILLARY equipment in areas divided by free-standing panels, CAROUSELS, book shelves, or file CABINETS. In addition to providing better lighting for VDT users, this LATTER suggestion would also help reduce noise levels as well.

I hope these suggestions will be helpful in PLANNING the remodeling and up-grading of our work environment. Ms. Fuller, the TECHNICAL specialist in our department, has been instrumental in collecting this data. Any questions concerning this information should be directed to her.

One question my staff has been asking is, "When will the remodeling begin?" As you can see, they are anxious for these IMPROVEMENTS.

NOTE: The misspelled words have been corrected and typed in all capital letters for easy identification.

ANSWER KEYS

Edwards Publishing Company

1111 East San Jacinto Boulevard Austin, Texas 78702

Letter #1

February 25, 19__

Mr. James Montgomery, CONSULTANT
Bendix Electrical Contractors
1122 Michigan Avenue
Corpus Christi, TX 78476

Dear Mr. Montgomery:

In an effort to MODERNIZE our office enviornment, OUR company plans to update and replace the lighting fixtures THROUGHOUT the building. RECOGNIZING the current high energy costs and the magnitude of this project, we want to get EXPERT advice to plan an efficient, cost-effective system.

There are APPROXIMATELY 30,000 square feet of office space in our building. The particular problem we are trying to solve is to reduce glare on visual display terminal screens. Our COMPUTER operators often complain of stress, eye strain, and headaches due to the poor working conditions. We hope to REMEDY this situation with an improved lighting system and other modifications in our office.

Would you please have one of your REPRESENTATIVES contact me as soon as possible to set AN appointment to discuss our electrical needs. You may call me at (619) 442-0091. We are anxious to get this project completed.

SINCERELY yours,

Lee Farnsworth
Building Maintenance Manager

NOTE: The misspelled words have been corrected and typed in all capital letters for easy identification.

Edwards Publishing Company

1111 East San Jacinto Boulevard Austin, Texas 78702

Letter #2

February 25, 19__

Modernform
P. O. Box 892
New Castle, MINNESOTA 75362

Attention: Sales Department

After conducting an efficiency study of our VDT work areas, management has made the decision to remodel and upgrade our offices.

Would you please send information and your current catalog for office furniture, room dividers, carousels, and space-saving storage COMPONENTS. We are looking for PRACTICAL ACCESSORIES that have a pleasing appearance and reliable PERFORMANCE and yet are cost effective. We hope to design an attractive and efficient work space for our computer OPERATORS.

Please SEND this information to my attention. If you need FURTHER information, you may call me at (619) 442-0091. I hope to HEAR from you soon, as our employees are looking FORWARD to an improved working environment.

Yours TRULY,

Lee Farnsworth
Building Maintenance Manager

NOTE: The misspelled words have been corrected and typed in all capital letters for easy identification.

ANSWER KEYS

45